DOCUMENT RESUME

ED 149 451 EA 010 268

AUTHOR Brophy, Gary; And Others
TITLE Managing the Small School District: Help with Priorities, Board Meetings, Paper Work, Time and Communications. Operations Notebook 21.
INSTITUTION Association of California School Administrators.
PUB DATE 77
NOTE 67p.
AVAILABLE FROM Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, California 94010 ($4.00 non-members; $2.00 for ACSA members)

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Administrative Personnel; *Administrator Guides; Boards of Education; Elementary Secondary Education; Meetings; *Organizational Communication; Records (Forms); *School Superintendents; School Systems

ABSTRACT

This Operations Notebook has been developed by administrators in small districts. It cites successful practices in an effort to be of assistance to other administrators in similar districts. The areas addressed are agreeing with the board of education on the superintendent's job priorities, organizing and conducting board meetings, managing paperwork, finding time to do the job, and communicating with the staff and the community. Numerous illustrations of guidelines and forms are included. (Author/IRT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED149451

OPERATIONS NOTEBOOK 21

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

ACSA

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM.

SMALL SCHOOL DISTRICT

EA 010 268

ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS, FALL 1977

OPERATIONS NOTEBOOK #21

Managing the Small School District:

Help With Priorities, Board Meetings,

Paper Work, Time and Communications

Preface

The job of the administrator in a small school district is complex. Often there is only one or two administrators and they have multiple jobs. It is not unusual to be a teaching Principal/Superintendent with minimal office support staff. Yet, the County, State and Federal Government forms must still be completed, buses scheduled, agendas for staff and meetings of the Board of Trustees prepared. The administrator must also develop and maintain effective communications with staff, students and the community as well as perform many other tasks.

This Operations Notebook has been developed by administrators in small school districts citing practices which have been successful for them and others in an effort to be of assistance in the performance of this complex job.

This "Operations Notebook" was prepared by:

Gary Brophy, Superintendent, Hughson Union High School District

William N. McGowan, ACSA Field Services Executive

John Prieskorn, Superintendent, McFarland Union School District

with assistance from

Van T. Sweet, Superintendent, Maxwell Unified School District

Acknowledgement

Appreciation is extended to all those who submitted materials for consideration and to Bill McGowan, Field Services Executive of ACSA, who coordinated the development of this Operations Notebook.

Contents

Section 1.0	Areas of Emphasis	Page ... 1
	"What you should be doing."	
Section 2.0	Board Meetings	4
	"How to get home by 10 P.M."	
Section 3.0	Managing Paper Work	30
	"Save ten or more hours a week."	
Section 4.0	Finding Time	36
	"You can't do it all "	
Section 5.0	Communication	46
	5.1 Staff	47
	"How to keep it personal"	
	5.2 Community	51
	"How to make it effective".	

Section 1.0

AREAS OF EMPHASIS

(WHAT YOU SHOULD BE DOING)

There's always too much to do and never enough time in the day to get it done. You could spend forever on lots of time-consuming tasks that really don't make much difference when the Board and/or community wants to evaluate the work of the Superintendent. Whether formal or informal, you are being evaluated all the time. Here is a relatively simple technique to guarantee your effectiveness as a Superintendent, and helps very much to steer the Board clear of evaluating you on the emotional issues or the most recent crisis when the time comes for them to make a decision on your salary or a new contract.

Have the Board zero in on certain Areas of Emphasis for the year. Of all the major areas, tasks, functions of the school district, get them to agree on three to six that are important and need attention this year in your district. It might be teacher inservice, the teaching (instructional) process, the curriculum itself or the establishment of promotion standards. Off the top of their heads, they may not be able to list specific areas (and they must be specific). So make a longer list for them from which to choose. Perhaps involve your teaching staff and any coordinators and co-administrators, but give them, the Board Members, a choice so that they have helped to make the selection.

As a result, they have made a commitment to the areas of operation they feel are important. Get a commitment from them at the same time that, since these are the important areas on which the Board, Superintendent, and the district as a whole needs to concentrate, these are the areas on which time and effort need to be spent. Also, these are the areas that will be used when it's time to evaluate the services and effectiveness of the Superintendent. This helps to place control of this aspect of your job in your hands.

You then have the choice of personally coordinating efforts in these mutually selected emphasis areas or sharing them with others. Though you can make the decision dependent upon your own situation and the particular area itself, it is generally thought desirable to involve as many people as possible. Greater participation generally promotes greater support and acceptance for whatever changes might occur as a result of the process. This technique also has the added advantage of providing a vehicle for the efforts of staff members, and can be a strong unifying force in the district. Now, in the collective bargaining era, this may become even more beneficial--even necessary.

After the Areas of Emphasis have been chosen, set up a system to monitor progress and keep the Board informed. This doesn't have to be a lengthy or complicated process--maybe a timeline or a simple chart. If not, decide on how often you should report to the Board--perhaps every three months--to let them know that you're doing, who is involved, and the progress being made. This way they can give reactions, suggestions, etc., and feel an important part of the process. (After all, they helped select the areas.)

Since they will be doing the evaluation of final results, it's also better for both you and them not to wait until the end. It may not come out the way they had envisioned it, so periodic progress reports to the Board are essential. The Board makes its assessment of progress on the information you provide. If you decide to have committees of teachers and/or citizens to help achieve or improve an emphasis area, you may want a representative from that group to also provide input to the Board on progress.

Near the end of the year, prepare the information for a final report. Be sure to include the description of the situation as it originally existed. (Pre and post test.) Depending on the type of areas chosen, you may consider using surveys, data sheets, etc. Also, describe the process that was used and how you felt that staff members grew and benefited from having been involved.

Be sure to list and describe all tangible results. Explain the information sufficiently so that the Board understands what was actually accomplished and how. Explain again why the area was chosen (what made this a "need" in the first place).

This process brings progress to your district, provides you, the Superintendent, with an opportunity to prove your accomplishments, and focuses the attention of the Board on meaningful, important aspects of district operation rather than on emotional issues.

POLICY WORKSHEET

0300
#3

SERIES: Philosophy-Goals-Objectives

Subject: General Objectives

Areas of Emphasis for 1976-77

1976-77 PREAMBLE: EMPHASIS ON STUDENT LEARNING

1. Evaluate Effectiveness of Instructional Programs
2. Develop Specific Goals - Instruction Learning Process
   a. grade level standards
   b. eighth grade graduation
3. Review Curricular Programs for Relevancy and Purpose
4. Evaluate Total School - Community Climate
5. Develop Board - Leadership Team Effectiveness and Draft a Policy

Attainment of objectives will be evaluated according to the Quarterly Management Plan. (cf. 2472 - Monitoring) (cf 6120 - Pedagogical Objectives of the Instructional Program)

McFarland School District
McFarland, California

Adopted
by the Board:

Section 2.0
THE BOARD MEETING: "How to Get Home by 10 P.M."

Do your board meetings generally last three or more hours? Are one or two agenda items tabled until more information is available to board members? Do board members sign the warrants? Do agenda items take more time than you feel they should? Do your board meetings fill the same amount of time regardless of the number of agenda items?

In general, are you pleased with the effectiveness of your board meeting? If your response is "No", read on as you may find several means of making your board meetings more efficient; thereby, producing more effective board decisions in less time.

This section of the notebook will cover needed policies, agenda development, preparing Board members for the meetings, and the importance of closing the meeting. Illustrations used in each of the above noted areas are samples of successful practices and are not presented as the only means to an end.

Recommended Policies

The Board and Superintendent become more effective decision makers when they have decided how to handle certain situations prior to their happening. Deciding a course of action in a time of crisis is difficult and generally generates less effective decisions.

Critical conditions are generally brought to the Board's attention with a request for action. Therefore, the following policies are highly recommended to help guide the Board and administration through such situations.

A Code of Ethics, Illustration A (Appendix this Section), and Board Duties and Responsibilities, Illustration B (Appendix this Section), are valuable policies as they help guide Board members' action in the decision making process. Illustration C, Policy Development (Appendix this Section), is vital as it provides a known structure and time line for developing or revising policies.

Advisory Committees are frequently advocated as a means of resolving problems within the school district. Illustration D, Advisory Committees (Appendix this Section), will be most beneficial when an advisory committee is proposed as a means of resolving a particular problem. Illustration E. Public Participation in Meeting (Appendix this Section), is another valuable policy as it guides the public's involvement in the business of the district.

Agenda Development

Most Board meeting agenda take on one of two forms; the traditional "new business-old business-report" form, Illustration F (Appendix this Section), or the consent agenda form, Illustrations G and H (Appendix this Section). The important point to remember is that the most thorough discussion of a topic generally occurs in the first two hours of the meeting. Insuring that important topics are discussed during prime time is the responsibility of the Superintendent.

Let us take a closer look at the two agenda formats. The traditional "new business-old business-report" agenda requires the action items be divided into "new business" or "old business". The "consent agenda" on the other hand designates all business items as action items and then identifies as consent items that business which should not require additional information or discussions.

The traditional agenda is so widely understood that further discussion of the topic is not warranted. The "consent agenda", however, being newer, needs further analysis.

The same procedures are utilized in developing a "consent agenda" whether it takes the form of Illustration G or Illustration H. Employment of Illustration G requires a careful analysis of the action item before placing it in the consent section. If the analysis is poorly conducted you end up with several items being acted upon as a consent package with the rest of the "consent agenda" being acted upon individually. Illustration H eliminates this situation as it lists all items as action items and consent items are identified from this list. In this way you remove the possibility of acting upon individual items in the consent section of the agenda. Regardless of the "consent agenda" used, the Board can remove items from the "consent agenda" or place other items on it.

Another important aspect of the agenda needing superintendent-board consideration is where to provide time for citizen input. There are those who believe in providing time for citizen input early in the meeting. These people believe it is poor practice to require a disgruntled constituent to sit through much of the business of the meeting and, thereby, become more upset.

Others feel the identified business of the meeting is the most important issue, and individual citizens should address the board on a specific topic of business or wait until the business items have all been acted upon. Whichever belief you hold, Illustrations I and J (Appendix this Section) are tools for helping you identify the reason(s) the individual has taken time to attend your board meeting.

Illustration I provides important information for the Board President and requires individuals to identify themselves before the topic comes up for discussion. This allows the President to call upon individuals, by name, and identify the area they wish to discuss. This reduces the tendency of all becoming involved once the discussion opens.

Individuals just desiring to ask a question or present their concerns can use a form similar to Illustration J. This allows the response to be developed outside of the business meeting and encourages individuals to contact the school when they have a concern or question. A blank form is mailed with the response to the individual's question, thereby, encouraging continued communication.

Illustration I and J, along with copies of agenda need to be available for those attending board meetings.

The Board Package

Efficient meetings and effective decisions are part of the Board's operations when board members receive more than the agenda before meeting time. Board members are more adequately prepared for the meeting after receiving a package of materials containing the meeting agenda, an agenda commentary, Illustration K (Appendix this Section) and copies of reports or support documents.

Remember, the quality of material provided is more important than quantity. If you provide an excess of background material, board members fail to read all material thoroughly.

The agenda commentary is probably the most important document in the board meeting package as it provides that quality of background data the superintendent feels is important to the decision making process, identifies potential alternatives and the superintendent's recommended action. Some superintendents even suggest wording to be used when making a motion.

The agenda commentary is a highly confidential communique between superintendent and board members. Failure to maintain the agreed upon confidentiality will generate a commentary with limited data and few recommendations for action.

Once the meeting package is developed, it is important to get it in the hands of board members at least forty-eight hours before the meeting. Some superintendents mail the package, others deliver it themselves to members and some ask members to pick it up at the school. How material is delivered is not as important as being sure board members have the material at least two days before the meeting.

Meeting with the President

Regularly scheduled communication with the board president is a vital link in positive superintendent-board relationship. The superintendent should contact the board president when developing agenda to relate items proposed for agenda and to ask the president if he or she has any items to add, or if he or she desires to hold any of the proposed items over for future meetings.

Another regularly scheduled contact should be a meeting with the board president the day of the board meeting to review agenda, identify possible community or staff participation in particular agenda items and to project the amount of time each agenda item will take. This meeting also provides an excellent opportunity to discuss potentially volatile or sensitive issues which may come before the board and means of handling the discussion on the issue. These meetings help strengthen the board president's leadership skills which in turn helps to develop more efficient and effective board meetings.

Closing the Meeting

The final stage of a board meeting is recording the events of the meeting and making sure everyone understands what transpired. This is accomplished by producing minutes of the meeting and discussing the conduct of the meeting with the board president.

There are two questions which confront most small district administrators, about minutes namely--who is to take the minutes and in what form shall they be recorded? Most superintendents still find they serve as the recording secretary at board meetings though more and more superintendent secretaries are filling the role of recording secretary. This allows the superintendent to direct his full attention to the discussion at hand and not be concerned with recording events of the meeting.

The form minutes take is dependent upon the purpose of the minutes as seen by the superintendent and board. The narrative form of minutes, Illustration L (Appendix this Section) provides a recap of the points considered prior to action--who spoke and action of the board. These minutes have a tendency to become voluminous, and require accurate recording of who said what.

Illustration M (Appendix this Section) is an example of action minutes. These minutes only record motions made, seconds and the voting record on the issue. While these minutes are easier to keep, they do omit particular points made by individuals, or the alternatives considered prior to action.

Yes, preparing for a board meeting does take time. The time spent preparing board members for the meeting and producing accurate minutes within several days of the meeting will help develop a more smoothly run meeting and will require fewer hours to transact the business of the district.

Appendix Section 2.0

The Board Meeting: "How To Get Home By 10 P.M."

2010 - Code of Ethics

Public schools fulfill a vital and important role in providing the basic foundations for democratic living and sustaining the American way of life. This code of ethics is, therefore, recommended to guide each Board member as he/she strives to render effective and efficient service in this challenging responsibility.

2010.01 - A School Board member should honor the high responsibility which his/her membership demands:

By thinking always in terms of "children first".

By understanding that the basic function of the school board members is "policy-making", and not "Administrative", and by accepting the responsibility of learning to discriminate intelligently between these two functions.

By accepting the responsibility along with his fellow board members of seeing that the maximum of facilities and resources is provided for the proper functioning of schools.

By keeping party politics out of school affairs.

By representing at all times the entire school community.

By accepting the responsibility of becoming well informed concerning the duties of board members, and the proper functions of public schools.

By recognizing responsibility as a State official to seek the improvement of education throughout the State.

2010.02 - A school Board member should respect the relationships with other members of the Board:

By recognizing that authority rests only with the Board in official meetings, and that the individual member has no legal status to bind the Board outside of such meetings, but that his statements and actions are attributed to his Board status.

By recognizing the integrity of your predecessors and associates, and the merits of their work.

By refusing to make statements or promises as to how he/she will vote on any matter which should properly come before the Board as a whole.

By making decisions only after all facts bearing on a question have been presented and discussed.

By respecting the opinion of others and by conforming to and supporting the principle of "majority rule."

2010.02 - A school Board member should respect the relationships with other members of the Board:

By refusing to participate in irregular meetings such as "secret" or "star chamber" meetings, which are not official and which all members do not have the opportunity to attend.

By recognizing that good communications are basic to effective service.

2010.03 - A School Board member should maintain desirable relations with the Superintendent of Schools and his staff.

By striving to procure, when the vacancy exists, the best professional leader available for the head administrative post.

By giving the Superintendent full administrative authority for properly discharging his professional duties, and also by holding him responsible for acceptable results.

By acting only upon the recommendation of the Superintendent in matters of employment or dismissal of school personnel.

By having the Superintendent or his designee present at all meetings of the Board except when his contract and salary are under consideration.

By referring all personal complaints to the Superintendent and by discussing them only at a regular meeting after failure of administrative solution.

By striving to provide adequate safeguards around the Superintendent and other staff members to the end that they can live happily and comfortably in the community and discharge their educational functions on a thoroughly professional basis.

By presenting personal criticisms of any employee directly to the Superintendent.

2010.04 - A School Board member should meet his/her responsibilities to the community.

By attempting to appraise fairly both the present and future educational needs of the community.

By regarding it as a major responsibiltiy of the Board to interpret the aims and the methods of the schools to the community.

By conducting all school business transactions honestly and fairly.

By vigorously seeking adequate financial support for the schools.

2010.04 - A School Board member should meet his/her responsibilities to the community.

By refusing to use his position on a school board in any way whatsoever for personal gain or personal prestige. A Board member should declair any conflict of interest on any part of a Board discussion or decision on any matter in which his action might be deemed a conflict of interest.

By refusing to initiate discussions of any confidential business of the Board in his/her home, on the street, or in the office.

By winning the community's confidence that all is being done in the best interests of school children.

By adhering to the principles upon which you were elected.

2030 - Duties and Responsibilities of the Board

The primary function of the Board of Trustees is to develop and maintain an educational system which will meet the educational needs of the community's children as fully as possible within the financial limitations of the district. The Board shall work to avoid extravagance and seek reasonable efficiency, but recognizing that a fully effective instructional program cannot be achieved without a carefully planned curriculum, adequate instructional supplies, teachers with exemplary skills and a thorough knowledge of their subject matter and a school plant which is functionally sound and properly maintained.

To achieve its primary function the Board of Education accepts the following basic duties and responsibilities:

2030.01 - Responsibilities of Board concerning the Educational Program.

The Board shall decide the scope and extent of the educational program which is in addition to that required by law. It shall set the length of the school year, vacations and pass upon instructional procedures related to controversial matters, such as those connected with religion, science, or social and governmental organizations.

2030.02 - Responsibilities of Board in regard to Pupils

The Board shall authorize the establishment of special schools or classes or other facilities for pupils who are physically or mentally handicapped, determine the general requirements for graduation, provide for protection of emotional and physical well being of pupils, and determine policies regarding pupil behavior, attendance and records.

2030.03 - Relations of Board with Certificated and Classified Employees

The Board shall adopt wage and salary schedules; elect employees on the nomination of the Superintendent; determine personnel policies such as those in connection with sick leaves, leaves of absence, in-service training, professional growth programs, vacation allowances and serve as a court of appeal for employee or patron appeals of administrative decisions.

2030.04 - Responsibilities of Board in regard to District Finance

It shall be the duty of the Superintendent to request funds to properly operate the school district within the framework of Board policies and present a fiscal budget for adoption by the Board of Education between August 1 and August 7 of each year.

The Board shall adopt an annual budget; determine the amount of district taxes required, and when necessary, refer the issue of a tax levy above the statutory limit directly to the people; decide upon the size and time of bond levy proposals to the electors; adopt regulations for the accounting of all district funds, and directly authorizes all expenditures.

The Board shall bind itself and the Superintendent to process the operation of the school district within the financial limits set forth in the Adopted Budget reserving unto itself only, the right to use reserves, supported by a two-thirds majority vote, for additional expenditures of an emergent nature and require necessary procedures be developed to assure proper accounting of receipts, disbursements and balances for all district accounts.

2030.05 - Responsibilities of Board in regard to Plant Facilities

The Board shall decide the disposition of school properties; what buildings will be built or eliminated, when and where, and what equipment shall be purchased or sold for them; decide upon extensions of buildings and any major alterations thereto, select and purchase or declare surplus to needs, school sites for future plant use; determine the level of maintenance and custodial care to be given.

2030.06 - Responsibilities of Board in regard to Public Relations

The Board shall represent the community in expressing its feelings about the program and facilities provided for educating the children of the district, and then in turn interpret these to the Superintendent; be sensitive and responsive to the community's desires in relation to the schools, and each member is willing to personally interpret to the community the work of the Board and the general framework of the school program; support the Superintendent and his staff in the proper execution of their duties; intercede for proper and adequate state legislation and financial support for schools.

2030.07 - Responsibility of Board for Governance of the District

The Board shall select the best qualified individual to serve as its chief executive officer, support him in the discharge of his duties (adopt a set of policies for the government of the district) and evaluate the efficiency of execution of adopted policies.

2410 - Philosophy

The Governing Board, recognizing that its policies and procedures guide the total operation of the district, encourages involvement of all sectors of the school community in the development, maintenance and updating of its policies and procedures. The Governing Board further recognizes that well formulated and effective policies evolve when those affected by the specific policy are involved in their formulation.

Though the Governing Board believes in the involvement of others in policy development, maintenance and updating, it maintains final authority in matters relating to policy adoption.

2420 - Procedures

The following shall guide the development, revision and adoption of the Governing Board policies:

1. District residents, parents, students employees and governing board members may propose new or revised policy.

2. The individual or group proposing the new or revised policy shall provide the Superintendent with a copy of the proposed policy prior to governing board consideration.

3. Groups affected by the proposed policy should be provided a copy of the policy unless the adoption of the policy is declared an emergency measure.

4. New or revised policies shall be considered at at least two separate meetings of the governing board, unless the proposed policy is declared an emergency measure. The first meeting shall be for the reading of the policy statement, receiving position statements relative to the policy from individuals or groups and altering the proposed policy by the governing board.

   The second reading will be for receiving recommended changes of the policy and/or adoption of the policy.

5. A proposed policy statement may be declared an emergency measure by favorable vote of four members of the full board or by unanimous vote of a quorum of the governing board. Voting shall be by roll call.

Adopted: November 1974

Legal or Cross Reference
E.C. 925

2700 - Citizen Advisory Committees (E.C. 1005, 1071)

The Board of Education may from time to time establish citizen advisory committees, to fulfill specific needs of the district. The Board recognizes only two types of citizen advisory committees.

a. Mandatory Citizen Advisory Committees required under certain categorical funded programs.

b. Ad Hoc Citizen Advisory Committees established to study a specific topic.

2701 - Procedures for Establishing Citizen Advisory Committees

The administration may establish an advisory committee required as part of a categorical funded program and shall convey the concise responsibilities to the committee.

The Board of Education shall approve the creating of an Ad Hoc Citizens Advisory Committee prior to the formation of the committee. The Board shall ratify the membership of the committee and instruct the committee of its specific functions, scope of responsibility and authority and length of service.

2704 - Rules of Procedure

2704.01 - Chairperson

Each advisory committee shall elect its own chairperson by a majority vote of the entire committee.

2704.02 - Open Meetings

The Ralph M. Brown Act, Government Code Sections 54950-54961, requires that all meetings of an advisory committee be open to the public. Visitors may be brought into deliberations at the discretion of the chairperson.

The Advisory Committee may adjourn into a closed executive session only to (a) consider the appointment of a person to fill a vacancy on the advisory committee or to hear complaints or charges brought against a member of the committee unless the individual requests a public hearing. No action shall be taken by the advisory committee while in executive session.

2704.02 - Open Meetings (cont.)

The chairperson of an advisory committee has the power to control the meetings and insure an orderly conduct of its business. Board Policies 2211.054 shall apply to the advisory committee meetings.

2704.03 - Committee Action

All committee action shall be by majority vote of the entire committee unless otherwise specified in Roberts Rules of Order Revised.

2704.04 - Meeting Agendas and Minutes (G.C. 54952.3)

The time, dates and place of all meetings shall either be set at the first meeting of the committee or written notices of time, date and place given to the members of this committee, the Superintendent and members of the Governing Board. All meetings shall be held at the school unless specifically authorized by the Board of Education.

Written agendas and minutes of the advisory committee meetings are to be developed and distributed to members of the committee, the Superintendent and members of the Governing Board. Agendas shall be distributed at least 48 hours prior to the time of the meeting. Minutes shall be available within five working days of the meeting.

2704.05 - Reports

The Board of Education encourages progress reports either oral, or written. All advisory committee findings and recommendations shall be made, in writing, to the Board of Education at a regular meeting.

2707 - Board Liaison to Advisory Committees

The Board upon creating an ad hoc citizen advisory committee shall name its liaison to the committee if different than the Representative of the Board.

2710 - Dissolving Citizen Advisory Committees

The Board of Education shall have sole power to dissolve any and all of its citizen advisory committees and shall reserve its right to exercise the power at any time during the life of any committee.

2211.06 Public Participation in Meetings (E.C. 1670)

The Board of Education, as the elected representative of the people, encourages each citizen to express his or her interest in or concern for the operation of the district's schools. Accordingly, all citizens are invited to attend any and all meetings or study sessions, participate in the discussions and to express their views openly and candidly.

The intent of this policy is to: (1) provide each individual a fair and adequate hearing; (2) provide the Superintendent with the opportunity to resolve the problem or recommend action to the Board; (3) minimize the Board's possibility of making ill advised, illegal or improper rulings due to hasty action in the absence of adequate information or study and (4) insure sufficient time is devoted to regularly scheduled business of the Board.

2211.061 - Placing Items on the Agenda

An individual wishing to place an item on the agenda and/or make a presentation concerning the item, shall notify the Superintendent, in writing, of the desire at least seven days in advance of the meeting. The written notice shall contain the question(s), problem(s) or position(s) to be presented with the name and telephone number of the person who will address the Board.

2211.062 - Addressing the Board

In fulfilling its responsibility of providing a means of hearing from the district's residents and employees, the following procedures are established.

2211.0621 - An individual desiring to address the Board on a specific agenda item shall, if at all possible, notify the Superintendent or President of the Board at least 24 hours in advance of the time of the meeting.

2211.0622 - The President of the Board shall call upon individuals making advanced requests and may recognize others desiring to respond to the agenda item. Each speaker shall be limited to approximately three minutes, however, the President may alter this limit if it appears it would facilitate the business of the Board. Speakers upon being recognized shall state their name, address and organization affiliation if speaking for the organization.

2211.0623 - Remarks or charges by any person addressing the Board which reflect adversely upon the character or motives of the district employees or members of the Board are out of order. All such charges shall be presented, in writing and signed, to the Superintendent or President of the Board.

2211.0624 - It shall be in order for members of the Board or the Superintendent to interrupt the speaker to ask questions or make comments or ask the speaker to respond to specific questions.

2211.0625 - All written or printed material planned to be circulated at a Board meeting must be submitted to the Superintendent seven calendar days in advance of the time of the meeting where the material is planned for distribution. The Board may deny the individual's request for distribution of materials.

ILLUSTRATION F

HUGHSON UNION HIGH SCHOOL DISTRICT

AGENDA - DECEMBER 13, 1976

REGULAR MEETING

---

1. Call to Order

2. Roll Call-Establishment of a Quorum

3. Approval of the November 8, 1976 regular meeting minutes

4. Old Business

   a. Resolution 76-12: Conflict of Interest
   b. Consider adoption of certificated personnel policy additions-deletions

5. New Business

   a. Ratify warrants for the month of November
   b. Review and consider acceptance of auditor's report
   c. Review and interpret board policy 5411.11
   d. Consider Junior Prom date-site
   e. Consider Asilomar girls' request
   f. First reading of changes to board policies 5100-5300
   g. Resolution 76-13: Biennial election

6. Those Wishing to Address the Board

7. Communications

   a. Review and consider appropriate action

8. Reports

   a. School Representative
   b. Cafeteria Finances
   c. Class size survey
   d. EDA Grant progress
   e. Driver Training

9. Executive Session

   a. Personnel

10. Adjournment

REVISED COPY

AGENDA

MANTECA UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

District Office 2901 East Louise Avenue 7:30 P.M.
Monday, June 13, 1977

I. CALL TO ORDER

II. FLAG SALUTE

III. ROLL CALL AND ESTABLISHMENT OF A QUORUM

IV. CONSENT AGENDA

1. Consider Approval of Minutes of Regular Meetings of May 9 and 23, 1977
2. Receive Cafeteria Report for April, 1977
3. Consider Accepting Donation for Calla High School
4. Consider Adoption of Revision to Board Policy No. 201, District Organization Chart--Second Reading
5. Consider Adoption of Adult Education Calendar for 1977-78 School Year
6. Consider Accepting Donation for Manteca Unified School District
7. Consider Adoption of Resolution No. 77-15, Indicating Intent to Limit Adult and Vocational Course and Program Offering to Provisions of Delineation of Function Agreement
8. Consider Revision to Director of Adult School Job Description--First Reading

V. HEARING OF CITIZENS

VI. ACTION ITEMS

1. Consider Student Representatives to Board of Education
2. Consider Adoption of Resolution No. 77-16, Recognizing School Volunteers
3. Consider KNBS Radio Station Proposal
4. Consider Nomination for 1977 California School Boards Association Delegate Assembly
5. Consider Purchase of Delta National Bank Portable Building
6. Consider Ratification of Warrants
7. Consider Adoption of Personnel Assignment Order No. 77-5, Certificated Items
8. Consider Adoption of Personnel Assignment Order No. 77-6, Classified Items

VII. INFORMATION ITEMS

1. Superintent and Staff Reports
   a. Report on Implementation of K-12 Health Education Program
   b. Report on Thespian Summer Activities

VII. INFORMATION ITEMS

2. Review of First Preliminary Budget for 1977-78 School Year
3. Board Input to Staff

VIII. EXECUTIVE SESSION

1. Interview Candidates for Position of Director of Federal/ State Categorical Programs

IX. ADJOURNMENT

FUTURE MEETINGS

Monday, June 27, 1977, 7:30 P.M.

HUGHSON UNION HIGH SCHOOL DISTRICT

REGULAR BOARD MEETING - JULY 11, 1977 -- 7:30 P.M.

BOARD ROOM - 7419 E. Whitmore Ave.- Hughson, Ca.

-AGENDA-

A. Call to Order - Flag Salute
   Introduction of Guests

B. Consent Agenda
   1. Recommended for approval on "Consent Agenda": B-1,B-2,B-3 a. & b., B-11, & B-12.

C. Action Items

1. Approval of Minutes
2. Approval of Warrants
3. Personnel:
   a. Request for Maternity Leave
   b. Teacher & Tutor Resignation
4. Adoption of School Finance Resolution
5. Adoption of Publication Budget
6. Replacement of Buildings - Hiring an Architect
7. Instrumental Music Program
8. Policy Adoption - Withholding of Services
9. Request from Committee for individual Rights
10. Joining Western Management Institute
11. Ratify Employment of all Certificated Employees
12. Transfer of Funds
13. Soroptomist Club Book Gift
14. Recreation District - Advisory Committee
15. Bus Repair Pit
16. Adoption of Emergency Procedures
17. Policy Review - 3000 & 4000
18. ECE Program Approval (School Plan & Waiver Request)

D. INFORMATION AND PROPOSALS

1. Public Consultation
2. Affirmative Action Report
3. Collective Bargaining Public Notice Provision
4. Enrollment Report
5. Evaluation of Consolidated Programs
6. New 7th and 8th grade schedule

E. FUTURE BUSINESS

1. Meeting Dates
2. Future Agenda Items

F. Executive Session

G. Adjournment

26

ILLUSTRATION I

NAME: _____

ADDRESS: _____

_____

TOPIC I WISH TO DISCUSS WITH THE BOARD: _____

_____

_____

_____

_____

_____

ILLUSTRATION J

HUGHSON UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD MEETING

The Governing Board and the Superintendent are desirous of hearing from the district's residents. If you have a concern, position on any facet of the district's operation or a compliment, please state your position in the space provided below.

Concern, Position, Compliment (circle one)

Name _____ Mailing Address: _____

_____

ILLUSTRATION K

HUGHSON UNION HIGH SCHOOL DISTRICT
BOARD OF EDUCATION

Department Superintendent's Office — X Information

Date April 11, 1977 — ___ Conference

Title Agenda Commentary — ___ Action

AGENDA COMMENTARY

The agenda commentary has been a confidential communique between the Board and its Superintendent. The commentary has two primary purposes: a) to provide each Board Member basic background data and b) to provide the board my recommendations on each agenda item.

If you are interested in maintaining this type of communique, please ket me know. It is of utmost importance that the communique be highly confidential if it is to be an effective mode of communication between us.

RE-ORGANIZATION OF THE BOARD

I will call the meeting to order, administer the oath of office to the recently elected Board Members and conduct the election of the Board's officers. The President will conduct the meeting commencing from item 2 c.

MEETING DATES

We have customarily held our regular meetings on the second Monday of each month with modification to fulfill special situations. There may be reason to consider another meeting night. If you feel such a need exists, please present your thoughts.

If we were to maintain our second Monday of the month meeting night, our calendar would be as follows:

May 9, 1977	November 14, 1977
June 13, 1977	December 12, 1977
July 11, 1977	January 9, 1978
August 1, 1977	February 6, 1978
September 12, 1977	March 13, 1978
October 10, 1977	April 10, 1978

ANNUAL RESOLUTION

Attached are copies of the annual resolutions we need to adopt. If you have any questions about these required resolutions, please telephone me.

CERTIFICATED PERSONNEL POLICY CHANGES

Policies are your means of directing the district. Yes, there are areas of disagreement with the faculty, however, this should not be interpreted as bad or wrong.

The teachers' committee will always attempt to gain the most favorable position for their members. This must be remembered and understood. The district on the other hand must retain its ability to direct and correct deficient work.

I recommend adopting as presented and modified.

FACILITY USAGE POLICY

I recommend adopting.

PERSONNEL ASSIGNMENT ORDERS

Personnel assignment order 77-78:1 is your approval of offering re-employment to the present employees of this district except Jose, over 72 years old, part-time gardner. I recommend retiring Jose in June.

There are two resignations: Carl L., a night custodian, and Doug, our head custodian, was reprimanded, brought in to work days and, therefore, resigned. Doug sold his Hickman ranch and is moving to Roseville.

In addition to passing assignment order 77-78:1, you should direct me to seek a replacement for Doug. The other two positions will be filled later.

LEAVE OF ABSENCE

Enclosed is a copy of Gloria's request. Again, we are the ground work for possible future problems. Vote your beliefs.

OFFICE ROOF

I have three bids for the repair of the main office roof. I recommend awarding the contract to the lowest bidder.

BOUNDARY SURVEY

We have a disputed boundary and a need to establish the property line around our new property. A boundary survey would cost approximately $1,000 and could possible be an EDA project cost.

I recommend approval.

BAVARO ESTATES #3

Bavaro Estates #3 is a subdivision of 87 lots of which are being proposed for development now. If 1.5 kids lived in each home, our enrollment would increase 130 students.

I recommend supporting the opening of Bavaro Estates #3, with the restrictions that no more than 12 houses be contructed annually.

TEXTBOOK
ADOPTION
ENGLISH

Members of the English Department were present to discuss the request for new textbooks for English 9 and 10. Chairperson, _____ presented a resume of the Department's request and rationale for making the request.

Board member Ms. Olson asked if the adoption of the textbook substantially altered the content of the course. Members of the English Department responded negatively.

Member Johnson asked if a study of the student skills had been undertaken to ascertain strengths and weaknesses of the incoming students. Miss Wright related that the strengths and weaknesses change with each new class and that such a study would be of little value. Member Olson asked what specific data the English Department reviewed in determining the requested books or what is needed to meet student needs. Members of the English Department related the measures undertaken to strengthen the basic grammar skills and noted that writing now needed more attention.

Mr. Ellis moved to purchase 150 practice books and 70 hard-covered books as requested by the English Department. The motion was seconded by Ms. Olson with members Ellis, Fisher, Olson and Ratto voting aye and member Johnson voting no.

ILLUSTRATION M

HUGHSON UNION HIGH SCHOOL DISTRICT

MINUTES OF THE APRIL 11, 1977

REGULAR BOARD MEETING

The meeting was called to order at 7:30 P.M. by Superintendent Gary W. Brophy with all members present.	CALL TO ORDER
The Board, by unanimous vote, elected the following to office: President: Jim Jessup Clerk: Fred Pace Board Representative: Carolyn Kerr	REORGANIZATION
Mrs. Ashmun moved to adopt the calendar of dates, second Monday of the month with exceptions, as presented. The motion was seconded by Mr. Pace and unanimously approved.	MEETING DATES
Mrs. Ashmun moved to adopt annual resolutions 77-78: 1 through 4. The motion was seconded by Mrs. Kerr and unanimously passed.	RESOLUTIONS 77-78: 1 through 4
The Board adjourned into executive session at approximately 7:45 P.M. and reconvened at approximately 9:50 P.M.	EXECUTIVE SESSION
The minutes of the March 14, 1977 regular meeting were unanimously approved following the motion of C. Ashmun and second of F. Pace.	MINUTES
Mrs. Kerr moved to strike items numbered 24 and 25 trom Section 5336 of the District's policies. The motion died for a lack of a second.	CERTIFICATED PERSONNEL POLICIES
Mrs. Ashmun moved to strike item numbered 27 from policy section 5336. The motion was seconded by Mrs. Kerr and unanimously passed. Mr. Pace moved to table consideration of the policy changes until the next meeting. The motion was seconded by Mrs. Kerr and unanimously passed.	
C. Kerr moved to adopt the proposed facility use policy. The motion was seconded by F. Pace and unanimously approved.	FACILITY USE POLICY
Fred Pace moved and Bill Merriam seconded the motion to ratify the warrants for the month of March. The motion passed unanimously.	WARRANTS
Carolyn Kerr moved to adopt Personnel Assignment Order 77-78:1, offer of remployment and resignations of Messers Scranton and Wertman. The motion was seconded by Fred Pace and unanimously passed.	PERSONNEL ASSIGNMENT OFDER 77-78:1
Carol Ashmun moved to approve leaves of absence without compensation as follows:	LEAVES OF ABSENCE

SECTION 3.0

MANAGING PAPERWORK

(SAVE TEN HOURS OR MORE EACH WEEK)

I don't have to tell you the paperwork has increased and is about to cause the demise of many good Superintendents. With just a small amount of bravery and a pretty simple technique, you can unload lots of that garbage and save yourself several hours each week.

The secret is to spread it out so that you alone aren't doing it all. Even in small districts without assistants, it can be done. Many Superintendents still handle the dialy mail. You shouldn't. That's a clerical function.

The Trick:

Step One: Review absolutely everything you do involving letters, reports, forms, correspondence, County Office memos, etc.--everything. Then, list those things that only you can do. (Don't let your ego get in the way--you need to save time and save yourself--in fact, your sanity.) There are many things that your secretary can do--quick responses to questions, routine questionnaires on personnel, even reports--she can fill in all the demographic information and with a phone call or two, can get most of the other data. Then all you need to do is quickly review it and sign. There are other things a school secretary can do--more county stuff, attendance reports, ethnic surveys, etc. (By the way, if you're out of secretarial time, add a half-time clerk to help the secretary while she gives more direct assistance to you. Extremely inexpensive administrative assistance.)

A few other kinds of paper requirements the clerical staff can't do, but that doesn't mean you have to. No Assistant Superintendent? (Neither do I.) So you may have a principal or vice-principal. They fill out forms really good--try 'em. If there is no other administrator in your district, select a teacher. Maybe you'll need to give them a reward; like $250 a year, or $500. It's worth it. (And you can convince your Board). It's still cheaper than a full, or even half-time assistant.

Now you should have rid yourself of at least one-half, perhaps two-thirds of all paperwork in you district. I'm serious. You can do it. Now...

Step Two: Review all the junk you have left. Make three lists (or piles--A, B, C). Decide which ones have to be done carefully--top priority. On those you spend the time necessary. Do a nice job. Stack B--give those a good shot, but don't waste a lot of unnecessary time. You have too many other really important things that a Superintendent must do, and you need your time for that. Stack C--do it quickly--get it out of the way--off the desk. And don't worry about it.

A good piece of advice--handle each piece of paper only once. Now remember, you're not handling all paperwork initially. That's a secretary's job. After you clue her in, and with a couple weeks practice, she'll know what goes to yourself, another secretary, a vice-principal, counselor or head teacher. You'll get only the top stuff. (That does not include catalogues, requests for teacher applications, doctoral surveys and junk like that.) You don't have time to see it all. You take only the heavy stuff--the really top-notch important mail.

Anyway, once you get it, don't put it back in your basket. Decide right there on the spot to file it, respond, or trash-can it. Then it's out of the way. In surveys done, results show that handling paperwork more than once can double the time you spend on paper.

The big secret is that you must control paperwork. If you let it control you--which is what happens if you don't devise a plan, it can eat you up alive. You must save yourself time from unnecessary paperwork requirements. Your time is too important.

Make the decision--devise a plan. Get one person to handle all the mail. Train him/her. In a couple of weeks, you'll be amazed at the time it has freed you for more important leadership tasks. It may even help you to relax a little.

Go to it, and good luck.

PAPERWORK QUIZ

The old saying, "A place for everything, and everything in its place," applies particularly to paperwork, because having a clear idea of what one would do with an item makes it possible to concentrate on the content of the message instead of worrying about keeping track of the paper itself.

The purpose of this quiz is not to help you come up with a "right" answer, because there are no "right" answers. One person might give a certain paper to a secretary; another might put it in a desk file, and both are "right" if they act out of habit, using a pre-determined system, instead of having to agonize over the decision. So answer these questions quickly, indicating not what you should do, but what you probably would do. NOTE: If you would have to think about it for a while, or if you probably would set the item aside and come back to it later, mark the "Don't Know" box.

More than two or three "Don't Knows" suggests that you need to set up a better system for handling paperwork.

	Where would you put this paper?	Don't Know
1. Memo from your boss, asking you to attend a meeting next Monday afternoon.	_____	
2. Trade magazine. It appears to have articles worth reading, but you don't have time to read them right now.	_____	
3. Questionnaire from a business school asking your opinion on certain personnel practices.	_____	
4. Material from a subordinate which you will use in preparing your next monthly report of activities.	_____	
5. Letter from a customer requiring a prompt answer, but you are going to have to make some phone calls before you answer it.	_____	
6. Form letter from a person you call frequently, giving their new address and phone number.	_____	
7. Memo from another division of your company, asking for copies of a report prepared by your division.	_____	

8. Brochure from a company selling business forms. You think some of the forms may be worth ordering for your company, but you are not sure. _____

9. A bill for some printing you ordered done. _____

10. A letter of complaint from a customer. _____

11. A memo from your boss outlining new procedures for handling personnel review and evaluation. _____

12. You failed to start work early enough this year on budget preparation, so you have written yourself a note as a memory jogger for next year. Where would you put this note? _____

EXECUTIVE TIME LOG

	ACTIVITY	BUSINESS FUNCTION	NOTES
8:00- 8:15			
8:15- 8:30			
8:30- 8:45			
8:45- 9:00			
9:00- 9:15			
9:15- 9:30			
9:30- 9:45			
9:45-10:00			
10:00-10:15			
10:15-10:30			
10:30-10:45			
10:45-11:00			
11:00-11:15			
11:15-11:30			
11:30-11:45			
11:45-12:00			
12:00-12:15			
12:15-12:30			
12:30-12:45			
12:45- 1:00			
1:00- 1:15			
1:15- 1:30			
1:30- 1:45			
1:45- 2:00			
2:00- 2:15			
2:15- 2:30			
2:30- 2:45			
2:45- 3:00			
3:00- 3:15			
3:15- 3:30			
3:30- 3:45			
3:45- 4:00			
4:00- 4:15			
4:15- 4:30			
4:30- 4:45			
4:45- 5:00			
TOTAL			

	ACTIVITY										BUSINESS FUNCTION								NOTES
	CORRESPONDENCE	READING	PHONE CALLS	MEETINGS, CONF.	TRAVEL	PAPERWORK	CUSTOM VISITORS	PLANNING	LUNCH, BREAKS	OTHER	ADMIN. ROUTINE	FINANCE	CUSTOMER RELATIONS	PURCHASING	SALES	PRODUCTION	PERSONNEL	OTHER	
8:00- 8:15								X			X								MAKE "TO DO" LIST, SCHEDULE
8:15- 8:30			X														X		CALLED JOHNSON RE SUPERVISORS' MEETING
8:30- 8:45			X										X						(INCOMING) FROM JOHN HOWARD, RAY JONES
8:45- 9:00	X										X								ROUTINE LETTERS
9:00- 9:15	X										X								ROUTINE LETTERS
9:15- 9:30				X												X			SAW RICHARDSON RE EQUIPMENT
9:30- 9:45							X							X					BILL HANSON
9:45-10:00							X							X					" "
10:00-10:15		X																X	TRADE JOURNALS, MORNING PAPER
10:15-10:30									X									X	COFFEE BREAK
10:30-10:45			X										X						ACME — WARRANTY PROBLEM
10:45-11:00				X									X						SAW RICHARDS RE [illegible]
				X									X						" "

Few time management tools are as useful--or as surprising--as the time log. People think they know where their time goes, but they don't. They remember the important things, but after a few hours have forgotten the time spent on trivia, or on non-productive activities--yet those are the things we must identify in order to plug the leaks.

A time log is not intended as a permanent routine--it is merely a diagnostic tool, to be filled out daily for perhaps a week. And it doesn't take as much time as one would think: the cumulative time spent on one such as this is no more than four or five minutes a day. Note that is a double-entry system: the first category deals with what you are doing, and the second deals with the reason for doing it.

The headings shown are merely suggestive. To be of real use, the categories must be selected to fit your own routine. On the other side of this sheet fill in the headings that apply to your operation, then make a half-dozen photocopies of the form. Each day, tape one to the sliding shelf on your desk, and every half hour or so bring the form up to date. But remember, if you go much more than an hour you will be recording what you <u>think</u> you did, or that you <u>should</u> have done, rather than the way you actually spent your time.

As you look over the completed forms, ask yourself:
1. What am I doing that doesn't really have to be done?
2. What am I doing that could be done by someone else?
3. What am I doing that could be done more efficiently?
4. What am I doing that wastes the time of others?

SECTION 4.0

FINDING TIME

"You Can't Do It All"

Yes, finding the time to do those things we feel are important and/or exciting can be a problem. On the other hand, it can be a challenge whose solution is rich and rewarding. We all too frequently look at a problem from a single vantage point, thereby, inflicting self-imposed constraints on the solution.

Alcoholics Anonymous has a creed which holds the key to our dilemma. It goes like this:

> May God grant us the serenity to accept the things we cannot change -
> The courage to change the things we can -
> And the wisdon to know the difference.

As we examine the creed and our problem of finding time to do all our work, we find direction in the passage, "accept the things we cannot change" and "courage to change the things we can." Applying this to your duties and responsibilities, we see the need to acknowledge the problem. Have the courage to tell your board that the problem of finding time to do all the work is a concern to you and that you wish to discuss ways of handling all the work or identifying work to eliminate.

Once you and the board agree on what is your most important duties and responsibilities, in our jargon its called prioritizing, take direction from the passage, "And the wisdon to know the difference." Accept the fact that you and the board have recently reviewed your duties and responsibilities, that agreement on what needs your attention first was reached and that you cannot do all the potential work facing you in any given time period. Remember there is no way we can address every concern, problem or task, in one year. Therefore, it is helpful to divide the concerns, problems and tasks that fill your work year into two categories; a) annual and b) periodic.

Once you have the lists, develop a five year plan of action for the most important periodic concerns, problems or tasks. The specific sequence of events, personnel involved and action needed is more easily coordinated when a grid similar to the one shown in Illustration A is employed. The annual concerns, problems and tasks need further division into the following categories ; a) frequently occurs, at least monthly; b) occasionally occurs once or twice a year. The importance of this division is that it clearly identifies those items occurring frequently and suggests systemizing these matters so that other people can monitor the process for you.

Items occurring occasionally or infrequently can be placed on your annual calendar of events to help avoid overloading specific times of your work year. Additionally, your secretary can help you keep track of the projects filling your work day.

Let us now look at some specific time savers. These ideas are presented to show how you can manage paper and make timely decisions. Illustration B., is an example of how frequently occuring situations can be systematized to communicate the problem and desires without becoming involved in a verbal exchange of information. This procedure allows you to deal with the request at a time when you are going to review and sign many items.

Another time saver is to identify your seven to ten most frequently stated requests or directions and have these reproduced as shown in Illustration C. This eliminates the requirement of jotting a note for everytime you wish to share information, see someone or ask someone to review some material. Time is saved by having this form at your finger tips, by reducing the amount of writing required and being able to respond when you first pick up the document needing transmittal.

Tasks which occur infrequently, can be handled by someone else. Several examples of this relate to re-employment. Your secretary can have the staff complete a form, Illustration D, and prepare an election to re-employment, Illustration E, for a board meeting. By identifying the type of information desired, developing forms and deciding when to secure such information, your secretary is able to move ahead without your involvement.

Situations which happen five, six or seven times a year can also be handled in a manner just described. Your only involvement is to tell your secretary what you want done and when. Then she can place this information on her desk calendar and the information as agreed upon early in the year.

Examples of systematizing and delegating are endless. The process, however, in each case is the same. Review what must be accomplished, develop form and delegate.

Delegating requires that you help others streamline their work. Secretaries, likewise, can employ the concept of systematizing. An example is Illustration F. Another way to help is to avoid having all responses to written inquires typed. Illustration G, stapled to the senders original letter allows you to handwrite your response to be within acceptable business standards. Your copy is generated via copy machine.

Other means of helping your secretary save time is to use Ready form, Illustration H, whenever possible, or purchasing no carbon required note pads for those memos to three to seven people.

There are many other suggestions for helping you find time to complete your work. The pocket calendar, the weekly punch list, mail sorting and on and on are all means of helping the individual keep track of work to be done and getting the work done in a judicious manner.

ILLUSTRATION -A-

Activity/ Task	Individual or Group Responsible For Completing of Developing Plan of Action	Person or Group Needing to Approve	Person or Group Needing to be Advised of Action	Date of Completion Month/Day/Year

ILLUSTRATION -B

HUGHSON UNION HIGH SCHOOL DISTRICT
MAINTENANCE WORK ORDER REQUEST

ROOM OR AREA_____ DATE REQUESTED_____

DESCRIBE PROBLEM AND WORK NEEDED AS YOU SEE IT:

_____
_____
_____
_____
_____
_____
_____

CHECK ONE OF THE FOLLOWING:

☐ EMERGENCY

☐ NEEDED WITHIN WEEK

☐ WOULD LIKE AS SOON AS POSSIBLE

☐ NEEDED BY: _____

_____
Requested by

_____
Administrative Approval

- Do Not Write Below This Line -

- COST ANALYSIS -

LABOR: ____HRS. @ $_____/HR.

MATERIALS: $_____

JOB ASSIGNED TO: _____

DATE COMPLETED: _____

NUMBER OF HOURS NEEDED_____

ILLUSTRATION -C-

TO: _____ DATE: _____

FROM: GARY W. BROPHY

- ☐ FOR YOUR FILE
- ☐ PLEASE SEE ME
- ☐ FOR YOUR INFORMATION
- ☐ PLEASE RETURN BY _____
- ☐ PLEASE READ AND FORWARD TO NEXT PERSON LISTED.
- ☐ PLEASE PROVIDE DATA REQUESTED ON THE ATTACHED.
- ☐ EVALUATE AND FORWARD YOUR COMMENTS AND RECOMMENDATIONS TO ME BY _____

COMMENT: _____

_____

_____

_____

ILLUSTRATION -D-

HUGHSON UNION HIGH SCHOOL DISTRICT

Memo to: Faculty

From: Gary W. Brophy

Subject: Tentative Plans for 1977-78 School Year

Date: March 17, 1977

We are working on plans for the 1977-78 school year. Please fill out the section below and return it to Mrs. Qua.'e by March 29, 1977. Thank you.

All things being equal, my tentative plans for the 1977-78 school year are as follows:

_____ 1. I plan to return to Hughson High School in my present position.

_____ 2. I plan to return to Hughson High School, but would like to request a change in assignment as follows:

_____

_____

_____

_____

_____

_____

_____ 3. I do not plan to return to Hughson High School.

_____ Signed

_____ Date

ILLUSTRATION -E-

HUGHSON UNION HIGH SCHOOL

P. O. BOX 98
7419 EAST WHITMORE AVENUE
HUGHSON, CALIFORNIA - 95326

ELECTION TO RE-EMPLOYMENT

TO: _____

The Board of Education of the Hughson Union High School District hereby informs you of your re-employment for the July 1, ____ to June 30, ____ school year.

Your Assignment is:

Assignment	Semester Units	Step

A formal contract will not be issued at this time as you are protected by law and policy without issuance of a contract. A notice of Employment will be issued on approval of a new salary schedule. Education Code, Section 13260 states that failure of tenured employees to respond by July 1, constitutes termination. Probationary employees have forty-five (45) days from above date of issuance to respond (E.C. 13259).

This offer of re-employment is subject to recording of a proper teaching credential for the position described and the laws of California and to the rules of the State Board of Education and of the governing board of the above school district affecting the terms and conditions of employment of the governing board of the district. Said laws and rules are hereby made a part of the terms and conditions of this offer of employment the same as though they had been expressly set forth herein.

* * * * * *

I accept the above election and all terms and conditions thereof:

Date _____ Signature _____

Address _____

_____

Phone _____

47

HUGHSON UNION HIGH SCHOOL DISTRICT
ABSENCE REPORT

ILLUSTRATION -F-

NAME_____ DATE_____

DATE OF ABSENCES: FROM_____ THROUGH _____ INCLUSIVE

	Number of Hours or Days:		Number of Hours or Days:
☐ ILLNESS	_____	☐ COMP. TIME	_____
☐ MEDICAL/DENTAL APPOINTMENT	_____	☐ BEREAVEMENT	_____
☐ INDUSTRIAL ACCIDENT	_____	☐ AUTHORIZED LEAVE WITHOUT PAY	_____
☐ VACATION	_____	☐ AUTHORIZED PERSONAL NECESSITY	_____
☐ OTHER (Specify)	_____		

-Business Office Use Only-

	BALANCE TO DATE	AMOUNT USED	NEW BALANCE
Sick Leave	_____	_____	_____
Vacation	_____	_____	_____
Comp.Time	_____	_____	_____

This report must be returned to your supervisor for every absence immediately upon returning to work.

*Employee's Signature*_____

*Supervisor's Signature*_____

PLEASE FORGIVE OUR INFORMALITY...

ILLUSTRATION -G-

BUT WE KNEW YOU WOULD APPRECIATE A PROMPT REPLY. BY ANSWERING IN THIS MANNER, WE CAN GET THIS INFORMATION OUT TO YOU THE SAME DAY WE RECEIVE YOUR LETTER. A BIT INFORMAL PERHAPS, BUT WE'LL NEVER KEEP YOU WAITING.

ILLUSTRATION -H-

MAXWELL UNIFIED SCHOOL DISTRICT

PHONE: (916) 438-2822 -- P.O. BOX 308 — MAXWELL, CALIF 95955

MESSAGE	REPLY
TO	DATE:
BY	BY

ADDRESSEE: Write Reply, Return the Copy

SENDER: Detach and File For Follow-up

Section 5.0 Communications

1.0 Staff (How To Keep It Personal)

2.0 Community (How To Make It Effective)

1.0 Communication: Staff (How To Keep It Personal)

"Every individual has three interpersonal needs: inclusion, control, and affection." - William C. Schutz, FIRO, A Three Dimensional Theory Of Interpersonal Behavior

1.1 If you want to be sure you're "communicating.

* Be sure your verbal and written communications:

- make the receiver of the communication feel genuinely "included" in whatever is being discussed.

- make the receiver feel he/she is going to really "get a piece of the action."

- convey warmth and a genuine personal regard for the receiver.

1.2 When circumstances (personality conflict, collective bargaining militancy, neurotic personalities) prevent the above style of communication:

* Be sure your verbal and written communications:

- are specific.

- are repeated for emphasis.

- deal with supportable fact. (Documentation available.)

- require a response within a specified time period, if appropriate.

1.3 Establishing a climate for good communications is important:

* Make others feel significant

* Develop group goals

* Share responsibility, leadership, accountability

* "Actions speak louder than words," even though "bull-shit baffles the brain"

* How people react to one another is critical---tune in

1.0 Communication: Staff (How To Keep It Personal) (cont.)

1.4 "Nitty-gritty"

* Never start conversation or memo with "I"
* Never speak or write in anger
* Never use three words when one will do
* If you can't verbalize with ease, write it out
* If you can't write well, get someone on whom you can rely to do your writing for you (many a secretary can say it better on paper than the boss).
* Rephrasing is a good verbal technique
* Reiterating is an essential writing technique
* Always allow for/expect a response unless you're dealing with "announcement" type info.
* "Full disclosure" is better than "misinformation"
* Never tamper with the truth
* If you can't write well, get a reliable person on your staff to write for you.

1.5 Improving skills in face-to-face communication (Prescriptions for Principals, Dolph, Novotney: Educational Research Associates, Inc., 1100 Glendon Avenue, Los Angeles, California 90024)

This form is to help you think about how you communicate with others in face-to-face situations. You can use it to set your own personal goals for improvement by following four steps.

1. Read through the entire list marking each item to show whether you think you are doing all right . . . should do it more often . . . or should do it less often. Check each item in the appropriate column.
2. If some goals that are not listed are more important to you than those on the list, write your additional goals on the blank lines.
3. Go back over the whole list and circle the three or four skills you believe would be most valuable for you to improve at this time.
4. With someone you can trust discuss which three or four items you selected. Do others agree with your priorities or do they think other skills are more important for you to improve? What is their evidence for their selections?

1.0 Communication: Staff (How To Keep It Personal) (cont.)

5. On the basis of your own judgment, now that you have heard the opinions of the others, make a final selection of the skills you most wish to improve.

Expressing information, ideas, suggestions	Need to do it LESS	Doing all RIGHT	Need to do it MORE
1. Being brief and concise . . . getting to the point	_____	_____	_____
2. Being forceful and definite rather than hesitant and apologetic	_____	_____	_____
3. Talking in specifics . . . giving examples, details	_____	_____	_____
4. Talking in generalizations, principles, explanations	_____	_____	_____
5. _____			
6. _____			
Expressing feelings			
7. Letting others know when I do not understand something they have said	_____	_____	_____
8. Letting others know when I like something they have said or done	_____	_____	_____
9. Letting others know when I disagree with them	_____	_____	_____
10. Letting others know when I think they have changed the subject or become irrelevant	_____	_____	_____
11. Letting others know when I am getting irritated	_____	_____	_____
12. Letting others know when I feel hurt. . embarrassed . . . or put down by something they have said or done . . .	_____	_____	_____
13. _____	_____	_____	_____
14. _____	_____	_____	_____
Understanding information, ideas, and suggestions of others			
15. Listening to understand rather than preparing my next remark	_____	_____	_____
16. Helping others participate in the discussion	_____	_____	_____
17. Before agreeing or disagreeing, checking to make sure I do understand what others mean	_____	_____	_____
18. Summarizing points of disagreement and agreement	_____	_____	_____
19. Asking questions in ways that get more information than "yes" or "no"	_____	_____	_____
20. _____	_____	_____	_____
21. _____	_____	_____	_____

1.0 Communication: Staff (How To Keep It Personal) (cont.)

Understanding and responding to others' feelings	Need to do it LESS	Doing all RIGHT	Need to do it MORE
22. Checking out with others what I think they are feeling rather than assuming I know	_____	_____	_____
23. Responding to a person who is angry with me in such a way that I do not ignore his feelings	_____	_____	_____
24. Responding to a person whose feelings are hurt in such a way that I do not ignore his feelings	_____	_____	_____
25. Responding to a person who is expressing closeness and affection for me in such a way that I do not ignore his feelings	_____	_____	_____
26. Surveying a group to determine how much agreement exists (in making a group decision)	_____	_____	_____
27. _____	_____	_____	_____
28. _____	_____	_____	_____

General			
29. Talking in group discussions	_____	_____	_____
30. Getting feedback . . . encouraging others to let me know how much actions affect them	_____	_____	_____
31. Being aware when I am trying to cope with my own feelings of discomfort rather than responding to the other person	_____	_____	_____
32. Being able to stand silence when with others	_____	_____	_____
33. Being able to stand tension and conflict	_____	_____	_____
34. Accepting help from others	_____	_____	_____
35. Offering help to others	_____	_____	_____
36. Yielding to others . . . giving in to others	_____	_____	_____
37. Standing up for myself	_____	_____	_____
38. Being protective of others			
39. _____	_____	_____	_____
40. _____	_____	_____	_____

2.0 Communication: Community (How To Make It Effective)

2.1 Lew Armistead, ACSA Public Information Executive, says:

* Good communication doesn't have to represent a high-powered effort--- it really means common sense dealing with people.

* You have to judge what is best for your community. The same activities don't work everywhere.

* PR does NOT cover up mistakes. Develop a good operation; then talk about it.

* Don't verbalize your lucubrations in preposterous verbiage. Speak simply.

* Be aware of all of your publics.

* Students spread much "if" information. Be ready to respond without being defensive.

* We are communicating all the time. Is your constant communication positive or negative?

* Everyone carries your message.

* Verbal communications have great creditability.

* Communications needs to be two-way. Keep your ears open.

* The best defense against rumors is an informed community.

* The telephone is very important.

* Courtesy in greeting visitors goes a long way.

2.0 Communication: Community (How To Make It Effective) (cont.)

2.2 Armistead also suggests a few ways to communicate via a planned effort:

* Speakers Bureau - Develop a list of speakers and topics. It could include administrators, trustees, teachers, support staff and students. Next, develop a list of organizations to which you can offer this service. All communities have groups and organizations (from church groups to fraternal and other organizations) that need speakers for regular programs.

* Golden Age Cards: Issue a Golden Age Card to anyone in the district over sixty years of age (or whatever) that will permit them free entry to all school sponsored events. (Modifications of this idea are limited only by the imagination.)

* Information Phone Line: Rumors are the scourge of any school district. They can destroy careers and programs. Set up an extra telephone extension in the office as an "information extension" and spread the word that if you want to "get the word" or share the latest "scuttlebut," you call this extension.

* Kids stuff: Many local newspapers will be happy to run a column of student writing---poetry, short stories, activities, etc. What better way to counteract "they can't read or write!"

* Education column in local press: This gets to be a chore, but if it's done well, in interesting style and detail, it can be a good tool.

* Survey: Find out what your various school communities know, or don't know, about the school. It might be more important to find out what the community wants to know. This could be the very beginning of establishing good school/community communications.

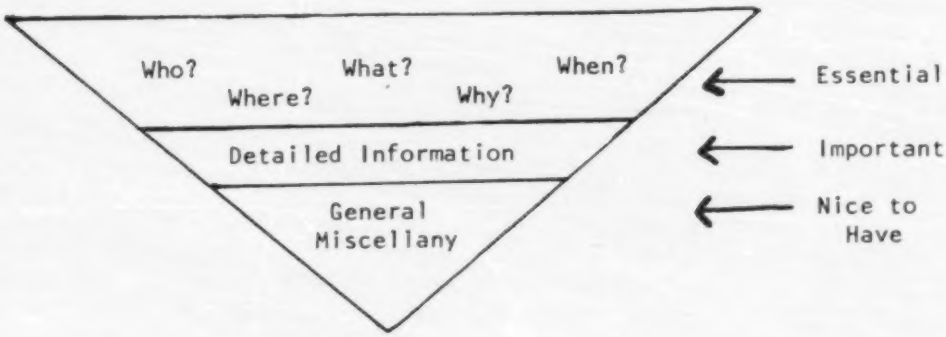
2.0 Communication: Community (How To Make It Effective) (cont.)

2.3 An important facet of communications efforts between school/community concerns the local newspaper. Here is the world's shortest course in educational journalism, as developed by Gayle Wayne, of the Ocean View School District.

THE WORLD'S SHORTEST COURSE IN EDUCATIONAL JOURNALISM

1. Type your story on one side of the paper only, using 8½ x 11" paper.
2. Double space.
3. Leave the top third of the first page blank, except for source information.
4. Source information should be at the top left corner of the first page and should include:
   a) The full name and address of your organization (school), the writer's name, a telephone number (night and day if necessary) where the writer can be reached.
5. End each page with a complete paragraph.
6. Make it short. If a second page is necessary, always indicate "MORE" at the bottom of the first page.
7. Use any of the following marks to indicate the end of the story:
   ### -30- XXX ***
8. Leave generous margins all around.
9. Consider the deadlines of the local press when planning and writing your story. Get the story in as far in advance as possible.
10. Send the news to your local reporter, by name.
11. Always use first and last names, and completely identify every person mentioned.
12. Go easy on the adjectives.
13. Use short words, short sentences, short paragraphs.
14. If you don't see your story in print when you expect it, ONE follow-up call to the reporter is acceptable. Find out why it didn't run. You may learn something that will help you next time.

When editors cut a story because of space limits, they begin at the bottom of your story. The following is an example of the order your story should follow:



If you have not the time, the energy, the desire or the skill to pull off your own news writing, the form following is for you. It's better by far than no news at all. Type it and mail it as is to your local reporter as a "tip" sheet. If you fill it out well, it will be easy for him to write from.

2.0 Communication: Community (How To Make It Effective) (cont.)

NEWS FROM _____ SCHOOL

Put Date Here
School or department submitting information
Contact Person, Title
Phone Number day_____ night_____
For release (date)

WHO (remember, first and last names)_____

_____

_____

WHAT_____

_____

_____

WHEN_____

_____

_____

WHERE_____

_____

_____

WHY OR HOW_____

_____

_____

OTHER_____

_____

_____

FOR MORE DETAILS CALL _____ AT _____

2.0 Communication: Community (How To Make It Effective) (cont.)

2.4 The following pages provide samples of various types of written communications that can be "standardized." These are only illustrative of the many types of communications that can be handled in this fashion. They were developed by Dr. Van T. Sweet, Superintendent, Maxwell Unified School District.

Date_____

Inside Address_____
_____
_____

Dear Mr. & Mrs. _____:

I am writing to inform you that your daughter/son _____has been suspended from school for five days beginning tomorrow_____ to _____. S/he may return to school on_____.

Specific violations include:
1. Hazing 2. Disregard for directions from faculty 3. Threatening another student

Education Code - Division 9 - Article 5 - Hazing Laws

Section 32051: No student . . . shall conspire to engage in hazing, participate in hazing, or commit any act that injures, degrades, or disgraces, or tends to injure or degrade or disgrace any fellow student or person attending the institution.

Section 48903: Suspension or Expulsion

Continued willful disobedience, habitual profanity, or vulgarity, open and persistent defiance of the authority of the school personnel, or assault or battery upon a student . . . shall constitute good cause for suspension from school.

Section 48921: Duties of Pupils

All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools.

TITLE 5 EDUCATION

Division 2 Pupils - Section 300 - Duties Generally

Every pupil shall attend school punctually and regularly; conform to the regulations of the school; obey promptly all the directions of his teachers and others in authority; be diligent in study; kind and courteous to schoolmates . . .

Under the terms of the suspension,_____ _____may not be on or around the school grounds during the period of suspension. S/he may not participate in any school activities or events during this period and must make up all work missed. As the suspension is a total of five days, s/he will have five days to make up the missed work.

If you have any questions conderning this, please contact my office.

It is our hope that through our mutual working with_____we can help him/her to overcome these problems.

Sincerely yours,

Name
District Superintendent

8-77:VTS

Maxwell Unified School District 61 Dr. Van T. Sweet, Supt.

Date_____

Dear_____: Regarding_____

I regret to inform you that the above named pupil has been having difficulty at school in the following areas:

Date	Problem	Action taken by Teacher/Principal

As the parent/guardian of the above pupil, we feel that you should know about the above incidents. This type of behavior cannot be allowed to continue. Since it is our duty to work with you to prevent such occurrences, we would appreciate your cooperation in helping to alleviate this situation.

If you have any questions concerning the above, please feel free to call.

Sincerely,

Name
Principal

Date_____

Dear_____: Regarding_____

We regret to inform you that the above named student has been referred to my office for cutting a required class.

As the parent of the above pupil, we feel that you should know about the above incident. This type of behavior cannot be allowed to continue. It is very important that your child realize the seriousness of this action and make a special effort to prevent its re-occurrence.

If you have any questions concerning the above, please feel free to call. It is our hope that the school and home can continue to work closely together to help your child receive the finest education possible.

Sincerely yours,

Name
Principal

State of California - EDUCATION CODE
Division 9, Article 7 - Truants

Section 48260: Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse more than three days or tardy in excess of 30 minutes on each of more than three days in one school year is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.

Section 48261: Any pupil who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be reported as a truant to the attendance supervisor or the superintendent of the district.

8-77: VTS

Date_____

Dear_____:

It is necessary for me to inform you that_____has been reported to the Probation Department as an Habitual Truant.

If you have any questions concerning this matter or I can be of further help, please do not hesitate to call.

Sincerely yours,

Name
Principal

State of California - EDUCATION CODE
Division 9 - Article 7 - Truants

Section 48260: Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse more than three days or tardy in excess of 30 minutes on each of more than three days in one school year is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.

Section 48261: Any pupil who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be reported as a truant to the attendance supervisor or the superintendent of the district.

Section 48262: Any pupil is deemed an habitual truant who has been reported as a truant three or more times per school year.

Section 48263: If any pupil in any district of a county is an habitual truant, or is irregular in attendance at school, as defined in this article, or is habitually insubordinate or disorderly during attendance at school, the pupil may be referred to a school attendance review board.

Section 48264: The attendance supervisor, a peace officer, or any school administrator or his designee, may arrest or assume temporary custody, during school hours, of any minor subject to compulsory full-time education or to compulsory continuation education found away from his home and who is absent from school without valid excuse within the county, city, or city and county, or school district.

Section 48265: Any person arresting or assuming temporary custody of a minor pursuant to Section 48264 shall forthwith deliver the minor either to the parent, guardian, or other person having control, or charge of the minor, or to the school from which the minor is absent, or to a nonsecure youth service or community center designated by the school or district for counseling prior to returning such minor to his home or school, or, if the minor is found to have been declared an habitual truant, he shall cause the minor to be brought before the probation officer of the county having jurisdiction over minors.

Section 48266: Any person taking action pursuant to Sections 48264 and 48265 shall report the matter, and the disposition made by him of the minor to the school authorities of the city, or city and county, or school district and to the minor's parent or guardian.

Section 48267: Any pupil who has once been adjudged an habitual truant or habitually insurbordinate or disorderly during attendance at school by the juvenile court of the county, who is reported as a truant from school one or more days or tardy on one or more days without valid excuse, in the same school year or in a succeeding year, or habitually insubordinate or disorderly during attendance at school, shall be brought to the attention of the pupil's probation or parole officer.

Section 48268: The court, in addition to any judgement it may make regarding the pupil, may render judgment that the parent, guardian, or person having control or charge of the pupil shall deliver him at the beginning of each school day, for the remainder the school term, at the school from which he is truant, or in which he has been insubordinate or disorderly during attendance, or to a school designated by school authorities.

Section 48269: If the parent, guardian, or other person having control or charge of the child, within three days after the rendition of the judgment executes a good and sufficient bond to the governing board of the school district with sufficient sureties in the sum of two hundred dollars ($200), conditioned that the child will, during the remainder of the current school year, regularly attend some public or private school in the city, or city and county, or school district, and not be insubordinate or disorderly during his attendance, then the court may make an order suspending the execution of the judgment so long as the condition of the bond is complied with. The bond shall be approved by the judge of the court, and be filed with the secretary of the board of education, or clerk of the board of trustees.

8-77:VTS

Date_____

Dear_____:

This is to inform you that_____has been tardy from class more than three times this year and has been reported as a truant.

It is very important that your child realize the seriousness of this action and make a special effort to prevent its re-occurence:

Thank you again for your consideration and cooperation.

Sincerely yours,

Name
Principal

State of California - EDUCATION CODE
Division 9 - Article 7 - Truants

Section 48260: Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse more than three days or tardy in excess of 30 minutes on each of more than three days in one school year is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.

Section 48261: Any pupil who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be reported as a truant to the attendance supervisor or the superintendent of the district.

Section 48262: Any child is deemed an habitual truant who has been reported as a truant three or more times.

Section 48263: If any pupil in any district of a county is an habitual truant, or is irregular in attendance at school, as defined in this article, or is habitually insurbordinate or disorderly during attendance at school, the pupil may be referred to a school attendance review board.

Section 48264: The attendance supervisor, a peace officer, or any school administrator or his designee, may arrest or assume temporary custody, during school hours, of any minor subject to compulsory full-time education or to compulsory continuation education found away from his home and who is absent from school without valid excuse within the county, city, or city and county, or school district.

8-77:VTS

ILLUSTRATION -D-

HUGHSON UNION HIGH SCHOOL DISTRICT

Memo to: Faculty

From: Gary W. Brophy

Subject: Tentative Plans for 1977-78 School Year

Date: March 17, 1977

We are working on plans for the 1977-78 school year. Please fill out the section below and return it to Mrs. Qualle by March 29, 1977. Thank you.

All things being equal, my tentative plans for the 1977-78 school year are as follows:

_____ 1. I plan to return to Hughson High School in my present position.

_____ 2. I plan to return to Hughson High School, but would like to request a change in assignment as follows:

_____

_____

_____

_____

_____

_____

_____ 3. I do not plan to return to Hughson High School.

_____ Signed

_____ Date